

Fullwood Nursery

Improvement Plan

Session: 2011/12

Date Submitted:

27.05.2011

Apparitional Vision and Values

(Developed by, and shared with, children and young people, parents and those with whom the school/centre works in partnership)

Our vision at Fullwood Nursery is to provide a safe, secure, caring and welcoming environment where we nurture and support children's individual needs and encourage enthusiasm. We endeavour to motivate children and provide a broad and well balanced programme of learning.

We aim to work in partnership with Parent/Carers, children and staff in delivering high quality early education and care in line with National priorities.

Our aims values and visions clearly promote positive attitudes towards equality and inclusion and celebrate social and cultural diversity.

Rationale

In arriving at our improvement priorities, we took account of North Lanarkshire's Service Improvement Objectives, the National Concordat, the audit of the past year's Improvement Plan and consultations with staff, parents, carers and children. We also took account of our legislative responsibilities in respect of parental involvement, children's involvement, health promotion, equality and a Curriculum for Excellence.

Over the coming year(s) we will take forward each of these aspects in the following ways:

A Curriculum for Excellence

We will continue to implement the Curriculum for Excellence through provision of an active learning environment using the floor book planning, recognising achievements, profiling and reporting for children's next steps.

Health Promotion

We have achieved our gold award for health promotion and will embed health and well being into next steps for learning across the curriculum.

Promotion of Equality

Our establishment has clear guidelines and policies in place for the inclusion of all children this is inclusive of gender different learning styles. Our planning takes into account diversity of religions culture and beliefs.

Parental Involvement

Parent/ Carers are consulted and evaluations of service are made through questionnaires, E.C.O. committee, informal coffee mornings, Parent evenings and parent helpers. Parents are more involved with the service through our self evaluation methods and recognised as joint partners to ensure improvement in the service

Pupil Involvement

Children are given more opportunities to be involved in self evaluation of the nursery. We have now given older children the responsibility of caring for younger children with their Buddy system. Children now have a choice to become involved in the ECO Committee. Evidence is apparent of children's achievements and involvement through key worker folders, floor books and questionnaires.

Staff Involvement

Staff have a shared understanding of what is involved in providing high quality experiences for children in their care. They feel valued and supported and will take on key responsibilities laid down in the Improvement plan. Staff will have specific core groups set up within areas to take forward the improvement priorities and have opportunities to be involved in the ECO committee and evaluation processes in order to improve the level of service.

Improvement Priority 1 (informed by facts, intelligence or research and expressed as outcomes for learners)		Learning and Leisure Service Improvement Priority (Linked to National Outcomes and corporate and community plan themes 1-14)	
ECO: To incorporate ECO schools Scotland programme. The service will develop an active eco committee to promote a holistic approach to environmental awareness and further expand children's learning on eco related topics.		Learning and Leisure Service Priority 14. (2 & 4) (To care for our environment)	
Outcomes Focused on Learning and Achievement (based on evidence and data, observable and, if possible measurable)	Identified Responsibilities for Implementation (linked to named individuals and/or teams)	Clear Timescales (extending to <u>more than one school session</u> , as necessary, and with <u>milestones and deadlines</u>)	Measures of Success (including <u>performance data</u> , <u>quality indicators</u> and <u>stakeholders views</u>)
1.1 We will set up an E.C.O. Committee to include All stakeholders in E.C.O. issues 1.2 Staff Parent/Carers and children to be involved in ECO issues by means of ECO committee. Consultation and planning for a better environment will be discussed within the committee and minutes will be recorded and evident. 1.3 To further develop children staff and Parent/Carers awareness of E.C.O. issues by participating in the E.C.O. schools programme.	1.1 Manager 1.2 Staff, Children Parent/Carers 1.3 Manager and Staff and children.	1.1 Aug/Sept 2011 1.2 Ongoing until 28 November 2011, to be reviewed December 2011. 1.3 Ongoing from Sept 2011 Review April/May 2012.	1.1 We have implemented an E.C.O. Committee consisting of Parent/Carers , Staff and children. Q.5.7 Partnerships with Parent/Carers and children. 1.2 Children Parent/Carers and staff are involved in consultation and planning the next steps to helping the environment. Children will exercise choice and take responsibility for their own learning. Q.2.2 The extent to which Parent/Carers and families are committed and actively involved in the life of the centre. 1.3 All stakeholders are aware of E.C.O. issues and E.C.O. schools programme and we have implemented improved our nursery environment and working practice to reflect current E.C.O. standards.

Improvement Priority 2

(informed by facts, intelligence or research and expressed as outcomes for learners)

To further embed self evaluation to develop a programme that has a more rigorous systematic approach and involves all stakeholders in the process.

Learning and Leisure Service Improvement Priority

(Linked to National Outcomes and corporate and community plan themes 1-14)

LLS:11 To enhance quality assurance systems including best value, the quality framework, performance monitoring and efficiency requirements

CFE Strategic Plan: Priority 4-Provide personal support to ensure that all learners are able to develop skills for learning, skills for life and skills for work through a rich and challenging educational experience.

Outcomes Focused on Learning and Achievement

2.1 Our centre will use various self evaluation strategies which are clear, precise and time manageable to gather the views of all our parents, children, staff and community.

2.2 This systematic approach will allow us to respond to our service users views. To celebrate achievements of our children and staff and make improvements where needed.

Identified Responsibilities for Implementation

(linked to named individuals and/or teams)

Management team
All nursery staff
All children
All parents/ carers

Clear Timescales

(extending to more than one school session, as necessary, and with milestones and deadlines)

August 2011 - July 2012.

Measures of Success

(including performance data, quality indicators and stakeholders views)

Q.I 5.9 We will have effective methods in place to enable us to gather the views of all our service users.
Q.I5.9 We will use our vision, values and aims as the foundations for reviewing our work.
Q.I 5.9 We will use our self evaluation to ensure our children's achievements and successes are being celebrated.
Q.I 6.2 our service is dedicated to communicating and consulting with all stakeholders. Staff children and parents are confident in contributing ideas and suggestions.
Q.I6.3 our service makes use of information gathered from self evaluation to shape our Improvement plan.
Q.I 8.4 our service uses various method strategies for collecting and storing data to improve learning and raising achievement
.Q.I 9.1 we continuously consult with our children, staff and parents to develop and shape a common vision of our service.

Improvement Priority 3 (informed by facts, intelligence or research and expressed as outcomes for learners)		Learning and Leisure Service Improvement Priority (Linked to National Outcomes and corporate and community plan themes 1-14)	
Meet the needs of all our children by using the CFE to plan, assess and report on the progress of all children.		Learning and leisure. Priority 10 & 11 (2 & 9) (To promote parental involvement engaging Parent/Carers in their children's lifelong learning)	
Outcomes Focused on Learning and Achievement (based on evidence and data, observable and, if possible measurable)	Identified Responsibilities for Implementation (linked to named individuals and/or teams)	Clear Timescales (extending to <u>more than one school session</u> , as necessary, and with <u>milestones and deadlines</u>)	Measures of Success (including <u>performance data</u> , <u>quality indicators</u> and <u>stakeholders views</u>)
3.1 The introduction of Individual Learning Plans which will reflect the development of each child and information will be shared with Parent/carers. 3.2 Implement individual learning plans. 3.3 Progress booklets will be introduced twice yearly and Parent/carers will consult with staff and comment on their child's development and learning to further ensure information is cohesive and relevant.	3.1 All staff, manager Parent/Carers and Development Officer. 3.2 Management, Staff Parent /Carers. Development officer 3.3 Staff Parent/Carers	3.1 Ongoing from August 2011 Review May 2012 3.2 Ongoing from August 2011 3.3 November 2011	3.1 Individual Learning Plans for each child will help track children's development and learning, information gathered will be shared with Q.I. 5.4 Assessment for learning. 3.2 Individual Learning Plans for each child will help track children's development and learning, information gathered will be shared with Q.I. 5.4 Assessment for learning. 3.3 Twice yearly Progress booklets will provide learners /Parents with a reflective summary statement of achievements. CfE BC5 Q.I. 8.4 Managing information.

Improvement Priority 4 (informed by facts, intelligence or research and expressed as outcomes for learners)		Learning and Leisure Service Improvement Priority (Linked to National Outcomes and corporate and community plan themes 1-14)	
To further develop and promote outdoor learning in lines with Curriculum for Excellence		LLS:8 To deliver programmes supporting health, well being and care CFE Strategic Plan: Priority 1 Enhance learners experiences by continuing to promote and develop learning and teaching approaches in line with CFe design principles.	
Outcomes Focused on Learning and Achievement (based on evidence and data, observable and, if possible measurable)	Identified Responsibilities for Implementation (linked to named individuals and/or teams)	Clear Timescales (extending to <u>more than one school session</u> , as necessary, and with <u>milestones and deadlines</u>)	Measures of Success (including <u>performance data</u> , <u>quality indicators</u> and <u>stakeholders views</u>)
3. Raise awareness of the value of outdoor learning and further develop the environment to enhance children's learning experiences outdoors.	Nursery Manager - All staff Children and parents Forestry Commission	September 2011 -May 2012. Review progress every 6 weeks.	Q.I 1.1Our improvement plan has effective impact on improving the progress of our children's learning . Q.I 4.1 We have worked with organisations in the wider community to broaden their experiences and provide support to reduce barriers to learning. Q.I 4.2We are involved in innovative programmes and have adopted other approaches to learning. Q.I4.2We are educating our children to become successful learners and engage in global citizenship Q.I 5.1 Our curriculum promotes challenge, enjoyment, personalisation and choice Q.I 5.8 Our children have regular access to fresh air and physical, energetic experiences. Q.I 8.2 Our service has used financial budgets to clearly link into improvement priorities and to support the development and quality of the

Improvement Priority 5 (informed by facts, intelligence or research and expressed as outcomes for learners)		Learning and Leisure Service Improvement Priority (Linked to National Outcomes and corporate and community plan themes 1-14)	
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Outcomes Focused on Learning and Achievement (based on evidence and data, observable and, if possible measurable)	Identified Responsibilities for Implementation (linked to named individuals and/or teams)	Clear Timescales (extending to <u>more than one school session</u> , as necessary, and with <u>milestones and deadlines</u>)	Measures of Success (including <u>performance data</u> , <u>quality indicators</u> and <u>stakeholders views</u>)
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Improvement Priorities (A maximum of 5 over one academic session)
(Informed by facts, intelligence or research and expressed as outcomes for learners)

Priority 1:

ECO: To implement the Eco Schools programme into the service to ensure children Parent/Carers and staff are aware of environmental issues and how this impacts on daily life. Children to have opportunities for outdoor learning which will help them gain knowledge of the world around them and impact on their health and wellbeing.

Priority 2:

SELF EVALUATION: We want to further embed our self evaluation to develop a programme that has a more rigorous systematic approach and involves all stakeholders in the process.

Priority 3:

ASSESSMENT: Management and Staff ensure information and support for Parent /Carers to assist in understanding their child's learning and achievements through introduction of Individual Learning Plans, progress booklets will continue twice yearly. The centre will plan and provide activities for children's age and stage of development and recognise children's achievements which will be assessed and recorded for next stage of learning.

Priority 4:

OUTDOOR LEARNING: We aim to further develop and promote outdoor learning in lines with Curriculum for Excellence.

